

Mauriceville School Strategic Plan 2024 - 2025





Mauriceville School

Principal's endorsement:

Board of Trustees' endorsement:

Submission Date to Ministry of Education:

31 March 2024

About Mauriceville School and Community

Mauriceville School was established in April 1887 and was originally known as Mauriceville Railway School due to its proximity to the railway lines that run behind the school. Later it was known as Mauriceville East School and more recently as Mauriceville School.

Mauriceville sits within an area known by Māori as Tapere-nui-a-Whātonga or the Great food basket of Whātonga. The area between the Wairarapa and Central Hawkes Bay was known to early European settlers as the 70 mile bush; with the area between Kopuaranga and Woodville known as the 40 mile bush. In Māori times the bush was rich in native birds - Kaka, Kiwi, Huia, Kokako, Tui, Piopio and Korimako. The local iwi are Ngāti Rangitane and Ngāti Kahungunu. Remnants of this great bush area are preserved at Pūkaha/Mt Bruce and the school has strong links with the area.

The area was first settled in 1872, as the Scandinavian workers brought in to clear the Seventy-Mile Bush began to move north from Kōpuaranga, these workers were mostly mixed Danish, Norwegian and Swedish families. By 1897, the area's main industries were dairy farming and lime burning; there were two schools, a railway station, two post/telegraph offices, a Lutheran Church, several clubs and a public hall in Mauriceville. The community has a rich heritage dating back to the Scandinavian settlers with many descendants of the early settlers still living within the wider Wairarapa area and taking an interest in the school and community.

Mauriceville School is a full primary school, located 26 km north-east of Masterton. All students come from the local area. At the beginning of 2024 the school roll is 13 students. Opportunities are provided for students to participate in exchanges with other rural schools through initiatives like Rural Kids, as well as collaborative sporting and learning exchanges. The school is overseen by the Board of Trustees made up of parent representatives and local community members with a strong interest and passion for the school.

The main block accommodates a large open plan classroom, which has the ability to be separated into two rooms if necessary. Classrooms have big screen televisions, student chrome books and Ipads, and well set out learning space. This building also has the office and staffroom in it. Buildings and grounds are well maintained, bright, open and welcoming. The grounds hold two adventure playgrounds, a tennis court, sandpit, large open field area, a flying fox and the community hall.

Mauriceville school continues to focus on improving pedagogical knowledge of teachers in order to provide effective and equitable learning opportunities that enable acceleration of progress and achievement. Mauriceville School has a cultural mix of approximately 40% Māori and 60% New Zealand European students. The progress of Māori ākonga is monitored in school-wide data gathering. The school consults and reports to the community on the achievement of Māori students. Links are made with local iwi where possible and we access resources to support our Māori students to develop positive self image, pride in their culture and a sense of belonging. Regular monitoring of student achievement and programme information is reported to the Board of Trustees, individual ākonga, parents and the community at regular intervals during the year.

The school is part of the Whakaoriori Kāhui Ako/Community of Learning which support the school to raise achievement, support wellbeing/Hauora, student engagement and develop knowledge of Wairarapatanga.

Community consultation for the Strategic plan was conducted in 2023 and a new plan is being drafted. The Charter and Annual plan are updated annually. New planning and reporting regulations from the MOE are reflected in key school documents.

The following National Educational Learning Priorities will be reflected in our strategic plan

1: Learners at the Centre, 2: Barrier Free Access, 3: Quality Teaching and Leadership, 4: Future of Learning and Work, 5: World Class Inclusive Public Education.

All programmes will be based on the Te Mātaiaho (The Refreshed NZ Curriculum) and the schools local curriculum documents.

The school provides an inclusive, safe physical and emotional environment for ākonga. Programmes will be supported by the school's policies, procedures, maintenance and financial plans, job descriptions, performance management systems and health and safety strategies.





**Mauriceville
School
Strategic Goals
2024 - 2025**



Āko
(Learning)



Mana tangata
(valuing uniqueness)



Whānaungatanga
(Connectedness)



Mauriceville School Strategic Plan 2024 - 2025



Learning Together, Learning Forever

School Values

We are
Proud

We are
Responsible

We show
Integrity

We are
Determined

We are
Engaged

Āko

(Learning)

Ākonga achieve success through a place based curriculum that ignites passions, empowers them to take ownership of their learning and be agents for change. Teachers practice is creative and innovative to meet the interests and needs of ākonga.

Mana tangata

(Valuing uniqueness)

Provide an environment where ākonga can achieve their aspirations, celebrate their success and be confident in their educational journey.

Whānaungatanga

(Connectedness)

Create a safe, inclusive and supportive environment where ākonga develop a sense of connectedness with others and the physical environment.

Strategic Goal



Ako
Learning

Initiatives/Actions

- Improve literacy and mathematics achievement
- Reading Recovery and Early Literacy Support programme
- Better Start Literacy Approach
- Undertake Mathematics PLD in 2024
- Implement Structured Literacy, schoolwide in 2025
- Complete the Springboard Strategic Leadership Programme

NELP Priorities

NELP 1.2: Have high aspirations for every learners/ākonga and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.
NELP 2.1: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga and those with learning support needs
NELP 2.2: Ensure every learning/ākonga gains sound foundation skills in language, literacy and numeracy
NELP 3.2: Develop staff to strengthen teaching, leadership and support capability across the education workforce



Mana Tangata
Valuing Uniqueness

- Revise, update and implement the local school curriculum
- Grow understanding of how to improve teaching and learning for ākonga Māori 2024-2025
- Develop programmes that actively engage learners and lead to student ownership of learning - Garden to Table, Enviro-Schools
- Support, foster and provide learning opportunities for all students

NELP 1.1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
NELP 1.2: Have high aspirations for every learner/ākonga and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.
NELP 2.1: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga and those with learning support needs
NELP 3.1: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.






Whanaungatanga
Connectedness

- Partner with whānau & community
 - student/parent/teacher conferences
 - In time reporting (Etap)
 - Attendance at parent school events
 - participation in curriculum planning sessions
- Participate in
 - Whakaoriori Kāhui Ako
 - Rural Kids Initiative
- Connect with local iwi, community & stakeholders

NELP 1.2: Have high aspirations for every learner/ākonga and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.
NELP 2.1: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga and those with learning support needs

Strategic Plan Roadmap

	2024	2025	2026
 <p>Ako Learning</p>	<p>Mathematics PLD</p> <p>Develop Mathematics Implementation plan</p> <p>Staff training in phonics, BLSA and Early Words</p> <p>Complete Springboard Strategic Leadership Course</p>	<p>Implement new Mathematics pedagogy</p> <p>Implement school wide structured literacy</p> <p>Use new learning from Springboard Strategic Leadership to develop future direction</p>	<p>Evaluate Mathematics changes</p> <p>.....➔</p> <p>.....➔</p>
 <p>Mana Tangata Valuing Uniqueness</p>	<p>Revise, update and implement the local school curriculum</p> <p>Engage students in various opportunities to grow their learning - Garden to Table, EnviroSchools, Rural Schools programmes, Kāhui Ako collaboration</p>		<p>.....➔</p>
 <p>Whanaungatanga Connectedness</p>	<p>Grow understanding of Etap 'in time' reporting</p> <p>Increase partnerships with whānau and community through school events and collaboration in planning the strategic direction of the school</p>	<p>Implement 'in time' reporting to parents</p>	<p>Evaluate and refine 'in time' reporting</p>

Mauriceville School Annual Plan 2024



Strategic Goal 1: Ako (Learning).

Ākonga achieve success through a place based curriculum that ignites passions, empowers them to take ownership of their learning and be agents for change. Teachers practice is creative and innovative to meet the interests and needs of ākonga.

Annual Goal	Baseline Data:		Targets 2024:	
<p>For all students to achieve success in Reading, Writing and Mathematics</p>	<p>Writing Eleven students working below curriculum level expectations for their year level.</p> <ul style="list-style-type: none"> • Four well below expectations: 2 Māori, 2 NZ European • Seven below expectations: 3 Māori, 4 NZ European <p>Reading Six students working below curriculum level expectations for their year level</p> <ul style="list-style-type: none"> • Four well below expectations: 1 Māori, 3 NZ European • Two below expectations; 1 Māori, 1 NZ European <p>Data Source: 2023 EOY Achievement data https://docs.google.com/document/d/1CIYp792XpNyAHDNtd0mYfcIIUX8qL6dxy4VKdkA02Ds/edit</p>		<p>Target 1A: For the ten students working below expectations for their year level in Writing, to make accelerated progress towards achieving 'at' expectations.</p> <p>Target 1B: For the six students working below expectations for their year level in Reading, to make accelerated progress towards achieving 'at' expectations.</p>	
Timeframe	Actions	Who	Resourcing	Indicators of Success
Term 1 - 4, 2024	Reading Recovery teacher to be employed to take two students for Reading Recovery and Early Literacy Support	Principal BOT	0.5 FTTE Funding for RR	<ul style="list-style-type: none"> • Accelerated progress of students in RR • Students to be working 'at' expected curriculum levels.
Term 1 - 4, 2024	Prove the Early Words Programme and Yolanda Soryl Phonics programme for junior students	Principal Teacher Aide	TA time to be allocated	<ul style="list-style-type: none"> • Early Words and Phonics programmes are provided to students who require them.
Term 1 Early Words Training Term 2 YS Phonics Training	Train T/A to facilitate the Early Words & YS Phonics Programmes.	Principal Teacher Aide	Online Courses \$200	<ul style="list-style-type: none"> • TA has completed training and is able to facilitate these initiatives with students.
Term 1 - 4, 2024	<p>Implement BSLA to support students in year 0 - 2 to develop their early reading, writing and oral language skills.</p> <p>Use Stepsweb to support target students in year 3 - 8. (Structured Literacy)</p> <p>Research Structured Literacy programmes and how these meet the needs of students in multi-level environments.</p>	<p>Principal Teacher TA Teacher</p> <p>Principal</p>	<p>\$360.00 RTLB to support school with funding</p>	<ul style="list-style-type: none"> • BSLA is implemented with Year 0 -2 students. • Students phonemic knowledge, early reading and writing skills are developing in line with expectations. • Students are progressing through this programme and transferring new knowledge to their reading and writing. • A structured literacy approach has been selected for 2025 implementation, that best meets our students needs.

Strategic Goal 1A & 1B Continued

Timeframe	Actions	Who)	Resourcing	Indicators of Success
Term 1 - 4, 2024	Make specific links between reading and writing across the curriculum.	Teacher Principal		<ul style="list-style-type: none"> Students will be able to construct a variety of texts depending on what they are writing. e.g. reports, explanations in science, articles.
Term 1 - 4, 2024	Improve vocabulary knowledge through the use of picture/big books and see this transferred into their writing (Juniors)	Teacher Principal Teachers Aide	\$200.00 for new picture books or big books	<ul style="list-style-type: none"> A wider range of vocabulary will be evident in junior students writing and oral language.
Term 1 - 4, 2024	Provide oral language and learning experiences to support the development of ideas for writing. (Juniors))		<ul style="list-style-type: none"> Students will be able to talk about the experiences they have and transfer their ideas into their writing.
Term 1 - 4, 2024	Extend vocabulary knowledge by discussing what effective writing is and providing examples. (Seniors))		<ul style="list-style-type: none"> A wider range of vocabulary will be evident in writing and students will be able to articulate how this positively impacts their written work.
Term 1 - 4, 2024	Use models of effective writing to demonstrate the different aspects required, with a focus on: <ul style="list-style-type: none"> planning vocabulary sentence structure paragraphs 	Teacher Principal))))		<ul style="list-style-type: none"> Students will know, understand and use a variety of planning formats before writing. Students will know, understand and use a greater range of sentence types and structures, as well as craft effective paragraphs.
Term 2 - 4, 2024	Grow teachers understanding of how Etap Spotlight programme can be used to provide 'on time' reporting to whānau.	Teacher Principal Etap Trainer	\$500.00 Etap training	<ul style="list-style-type: none"> Teachers will begin to use Spotlight to identify goals for students and work towards loading samples of students work for parents to view.
Term 3 - 4, 2024	Support students in learning to use the student portal of Spotlight to load examples of their work and assess their own progress against goals	Teacher Principal		<ul style="list-style-type: none"> Students will be able to confidently access the student portal to load their work and assess their own goals.

Strategic Goal 1: Ako (Learning)

Ākongā achieve success through a place based curriculum that ignites passions, empowers them to take ownership of their learning and be agents for change. Teachers practice is creative and innovative to meet the interests and needs of ākongā.

Annual Goal	Baseline Data 2023:	Targets 2024:		
For all students to achieve success in Reading, Writing and Mathematics	<p>Mathematics</p> <p>Three students working below curriculum level expectations for their year level.</p> <ul style="list-style-type: none"> Two well below expectations: 1 Māori, 1 NZ European One below expectations: 1 NZ European <p>Data Source: 2023 EOY Achievement data https://docs.google.com/document/d/1CIYp792XpNyAHDNtd0mYfcIIUX8qL6dxy4VKdkA02Ds/edit</p>	<p>Target 1C:</p> <p>For the three students working below expectations for their year level in Mathematics, to make accelerated progress towards achieving 'at' expectations.</p>		
Timeframe	Actions	Who	Resourcing	Indicators of Success
Term 1 - 2, 2024	<p>Balance of 80 Hrs MOE PLD through Cognition Education to be used.</p> <p>PLD Dates:</p> <ul style="list-style-type: none"> 12 February (in class & with new teacher) 5 March (in class & staff meeting) 9 April (in class & staff meeting) 7 May (in class & staff meeting) 27 May (in class & staff meeting) 	Principal Maths Facilitator Teachers	MOE PLD Funding of 80 hours	<ul style="list-style-type: none"> Teachers will engage learners in authentic and relevant learning. Increased student engagement in tasks Students will articulate and share the strategies they use during mathematics. Higher levels of productive talk in mathematics. Students taking more ownership and responsibility for their learning by self directing learning needs. Improved number knowledge and self-efficacy in mathematics for junior students. Teachers will provide a greater range of engaging tasks Teachers will understand the mathematics progressions and where to move students from/too.
Term 1 - 2, 2024	Provide 1-1 support and staff PD in Mathematics	Principal Maths Facilitator Teachers	Release time	
Term 1, 2024	Develop a MS Mathematics Implementation plan	Principal Maths Facilitator Teachers	Release time	
Term 1 - 2, 2024	Increase pedagogical knowledge around the Mathematics & Statistics curriculum and progressions (Te Mātaiaho).	Principal Maths Facilitator Teachers	Release time	

Strategic Goal 2 - Mana Tangata (Valuing Uniqueness)

Provide an environment where ākonga can achieve their aspirations, celebrate their success and be confident in their educational journey.

Annual Goal	Baseline Data 2023:		Targets 2024:	
<p>For students to feel valued for who they are and where they come from; and to participate in a range of experiences that engage and extend them.</p>	<p>Mauriceville School is made up of 85% boys and 15% girls; and are drawn from the local area. Some of these children have limited experiences and opportunities to participate in activities outside of the area, because of this it is important for us to ensure they participate in a wide range of experiences. We aim to provide students with opportunities to work with students from other schools through Kāhui Ako cross school initiatives, Connect-Inspire-Learn kids conference, Designcraft, cultural experiences, Rural kids and inter-school sporting events to name a few.</p>		<p>Target 2:</p> <ul style="list-style-type: none"> All students to participate in activities in our wider community that are both interest and needs based, to develop their confidence, self esteem and sense of self. 	
Timeframe	Actions	Who	Resourcing	Indicators of Success
<p>Term 1 - 4, 2024</p> <p>June 2024</p> <p>Term 1 0 4, 2024</p>	<p>Work with staff to grow understanding of teaching and learning for Ākonga Māori through the use of Niho Taniwha by Melanie Riwai-Couch</p> <p>Attend Evaluation Associates Niho Taniwha course in June 2024</p> <p>Provide opportunities for students to be engaged in a range of educational experiences and opportunities that grow their confidence and knowledge.</p> <ul style="list-style-type: none"> Agrikids Designcraft Rural Kids Programme Life Education Swimming Instruction Beach Education Matharapa Kāhui Ako across school activities Language programmes through Kōtui Ako. 	<p>Principal Teachers Teacher Aides</p> <p>Principal Teachers</p>	<p>Staff Meetings</p> <p>\$350.00</p> <p>Transport costs</p> <p>Kōtui Ako fees \$700.00</p> <p>Designcraft Fees</p>	<ul style="list-style-type: none"> All staff understand the challenges for ākonga Māori and the changes we need to make to ensure they achieve success as Māori. Kim will have completed the Niho Taniwha course and used this to develop programmes and initiatives for 2025 and beyond. Students will have attended a range of activities and experiences across the year.

Strategic Goal 3 - Whānaungatanga (Connectedness)

Create a safe, inclusive and supportive environment where ākonga develop a sense of connectedness with others and the physical environment.

Annual Goal	Baseline Data 2023:	Targets 2024:		
Students will know the history of the area and the importance of making connections between the past and present	Mauriceville School has been an enviro-school for a number of years but has lost some of its focus on this more recently. We actively recycle paper, cardboard and plastics, participate in the paper for trees initiative, have undertaken planting of native trees in conjunction with the Ruamahanga Restoration Trust and the tracking and trapping programme. Pūkaha/Mt Bruce is an area of significance for our students so working to protect our environment is important. Through sustainable processes such as recycling, solar power, growing and using our own food and being an enviro-school we aim to establish a clear sense of connectedness to both the place and the people.	Target 3A: <ul style="list-style-type: none"> • Students to know the history of the local area, and understand the connections between people and places. Target 3B: <ul style="list-style-type: none"> • Our students will know the importance of sustainable practices, understand how we can positively impact the environment and undertake actions to protect our local flora & fauna. 		
Timeframe	Actions	Who	Resourcing	Indicators of Success
Term 1 - 4, 2024	Provide opportunities for students to be engaged in a range of educational experiences and opportunities that grow their confidence and knowledge. <ul style="list-style-type: none"> • Agrikids • Designcraft • Rural Kids Programme • Life Education • Swimming Instruction • Beach Education • Mathawrapa • Kōhūi Ako across school activities 	Principal Teachers External Facilitators	Transport costs	Students will have opportunities to attend a range of activities and experiences across the year and made connections with students from other schools and links with the community.
Term 2. 2024	Re-establish our Enviro-school programme and connections with the Enviro-School facilitators and other schools. Do the Garden to table programme	Principal Teacher Enviro-School facilitator	Garden-to-Table fees	Garden to Table programme will be working well with the school garden providing resources for weekly cooking sessions and helping support our community with extra food grown.
Term 1 - 4, 2024	Students to participate in Enviro-Schools workshops such as Tracking and Trapping, Ecological Building Workshops etc.		Transport costs	Our Enviro-School programme will be an integral part of our teaching and learning, with students taking action in our local environment.
Term 1 0 4, 2024	Work with Ruamahanga Restoration group to continue with native tree planting at the school and in the reserve.	Principal Teacher	\$275.00 voucher from Akura Nurseries to be used	Students will have significantly increased the native planting in and around the school area to enhance both our school and the local environment.
Term 1 - 4, 2024	Develop links with local community members & groups, including iwi, to help us learn more about the history and uniqueness of Mauriceville and how we can positively impact the area.	External agencies Community Iwi		Students will know about and understand the history of Mauriceville and had opportunities to learn with and from members of the local community and iwi.

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES	OBJECTIVE 1 LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	OBJECTIVE 2 BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	OBJECTIVE 3 QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	OBJECTIVE 4 FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	OBJECTIVE 5 WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable
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PRIORITIES	1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
	2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy <small>* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language</small>	6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kohanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

